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Central Institute for the Deaf's Word of Mouth class: developing its future

Rachel Condon

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**CENTRAL INSTITUTE FOR THE DEAF'S
WORD OF MOUTH CLASS: DEVELOPING
ITS FUTURE**

by

Rachel Condon

**An independent study submitted in partial
fulfillment of the requirements for the degree of**

Master of Science in Speech and Hearing

Emphasis in Audiology

**Washington University
Department of Speech and Hearing**

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Independent Study Advisors**

Introduction

Aural rehabilitation (AR) programs were first seen implemented at the end of WWII to help the thousands of soldiers who returned home from the war with hearing loss. In the beginning of AR, most programs mainly consisted of speechreading and/or lipreading (Alpiner & McCarthy, 2000). Since that time AR programs have grown to typically include the following: hearing aid orientations, speechreading, listening training, communication strategy training, and counseling on the impact of hearing loss (Kriscos & Holmes, 1996). Although, aural rehabilitation programs have grown there has been debate on what type of programs have been effective in fulfilling the goals of AR. The goals of AR are to minimize communication difficulties and decrease psychosocial handicaps that arise as a result of hearing impairment (Kricos, Holmes, & Doyle 1992; Tye-Murray, 1998).

In a study done by Kriscos and Holmes (1996), two types of intervention were compared to see if they improved speech recognition, self-perceived hearing handicap, and psychosocial status or in other words were effective AR programs. Seventy-eight adults with bilateral sensorineural hearing loss were divided into three training groups. One group received analytic auditory training, which is structured syllable drill, aimed at improving the recognition of individual consonants and vowels. Another group received active listening training which emphasizes using linguistic and contextual cues to comprehend the general meaning of the spoken message. The third group received no treatment. Those groups receiving AR treatment did so for 1 hour, two times a week for four weeks on an individual basis (Kriscos and Holmes, 1996). Kricos and Holmes stated that “ the active listening training was found to be an effective rehabilitation procedure for older adults with hearing loss, significantly improving speech recognition and psychosocial functioning.” They came to this conclusion based on the fact, the

individuals involved in active listening training improved their abilities to cope with communication breakdowns. The analytic auditory training was not found to be an effective AR program in that it did not improve speech recognition, hearing handicap, or negative psychosocial effects (Kricos & Holmes, 1996).

Although the analytic auditory training was not beneficial the active listening training resulted in benefit for the hearing impaired individuals. This suggests that AR programs that are directed toward improving an individuals confidence so they can feel better about themselves and concentrate more on the overall meaning of the spoken message are more beneficial to hearing impaired individuals. This was further looked at in research done by Beynon, Thorton, and Poole in 1997. They looked at the efficacy of a communication course for first time hearing aid users. The communication course was a four week long course consisting of sessions that discussed the nature of hearing impairment and the effects of hearing loss in different situations, hearing aid orientation, communication strategy training, lipreading, and counseling. The study resulted in the group that had received the communication course showing a significant reduction in hearing handicap compared to those who had received a hearing aid fitting alone. This once again supports the utilization of AR programs and emphasizes its importance to hearing impaired individuals and their communication abilities.

It has been mentioned that hearing impaired individuals often experiences negative psychosocial effects as a result of their hearing impairment. In a review done by Danermark (1998) examining hearing impairment, emotions, and rehabilitation he stated that anxiety, reduced satisfaction, negative self-image, irritation and embarrassment are possible emotions experienced by adults with hearing impairment. The negative emotions that the individual is experiencing may be the result of communication breakdowns. In an article by Foster (1998),

examples of the impact of communication breakdowns were given. For instance, the individual with the hearing impairment may be teased or ridiculed. He or she may miss information and perceive misinformation. They may experience social rejection and isolation, which may result with the individual withdrawing from social life. AR programs are aimed to prevent and lessen the impact of hearing impairment and communication breakdowns.

Abrams et al (1992) examined whether participating in a counseling-based AR program would reduce the patient's psychosocial problems any more than simply using a hearing aid. In their study, after the individuals were fit with hearing aids they completed the Hearing Handicap Inventory for the elderly (HHIE) and were counseled as to the effects of their hearing loss on communication. They then were randomly assigned to three different groups. Group one received an additional three weeks of treatment, which included a general overview of hearing physiology and the communication process. Treatment also included speechreading, communication strategy training, and information about other resources that offer support for their hearing impairment. Group two only received the initial counseling at the time of the hearing aid fit. Group three, the control group, did not receive any counseling. Abrams et al (1992) investigated the effectiveness of counseling treatment by administering the HHIE once again two months following the hearing aid fitting. The findings suggest that hearing aid use in combination with a counseling-based AR program is effective in reducing a hearing impaired individuals' self-perception of hearing handicap. Both groups that received counseling showed a reduction in perceived hearing handicap, however, those that had the more extensive counseling treatment had a greater reduction of perceive hearing handicap (Abrams et al., 1992). These findings once again support AR programs, particularly, those that focus on communication counseling.

Although research suggests that AR is effective, the question still remains to why there is a need to develop and continue to implement AR programs. The fact is that about 28 million people in the United States have some degree of hearing loss (Tye-Murray, 1998). This number is only expected to increase with the aging of the "baby boom" population. Already in a survey by the National Center for Health Statistics (1986), "Hearing impairment is the third most prevalent condition affecting older adults." With the expected increase of the hearing impaired population, more individuals will be seeking audiologic services to obtain hearing aids and to get help in dealing with their hearing loss. This suggests that more and more people will have a degradation in their overall quality of life due to their hearing impairment. Implementing AR programs would abate the problems experienced and improve communication skills. Therefore, AR is important for treating the hearing impaired in the future.

Currently, the Central Institute for the Deaf has an AR class called *Word of Mouth*. Its aim is to enhance speechreading abilities and teach communication strategies in an interactive way. In a study done by Susan Hamilton in 2000, *Word of Mouth* was found to have positive long-term effects on speechreading and the use of communication strategies. To date, the class is one hour, one day a week for four weeks and is taught by an audiologist or speech language pathologist. The content of the class consists of various materials from a variety of sources. The participants are given handouts on the various topics of discussion during each class. The treatment entails teaching communication strategies particularly repair strategies and speechreading through informative lecture, interactive computer software, and homework. *Word of Mouth's* success has prompted further work to organize the class in order to make it available to other audiologists that are interested in implementing an aural rehabilitation program. The

additional work has resulted in a step by step guide to implementing the class respectively called *Word of Mouth*.

Procedure

Observations were made of five *Word of Mouth* courses. Based on these observations and the current instructor's requests changes have been made. The course was made up of material, which had been gathered from a variety of aural rehabilitation programs, articles, and books. In order to develop an aural rehabilitation program to be available for other audiologist, revisions of the material had to be made. The materials also had to be compiled in an organized manner. Each week of the class was reviewed and the appropriate changes were made.

For week one of the course, "get to know you" exercises were added. This was added to provide organized exercises for the group members to get to know one another and hopefully feel more at ease throughout the program. Along with the "get to know you" exercises, a variety of hearing handicap scales were added to the program. The original class used the Communication Scale for Older Adults (CSOA) by Kaplan et al. (1997). This scale measures an individual's use of communication strategies and attitudes toward their communication abilities on a three point scale. The CSOA is very long, consisting of 72 questions. Due to its length, the option to choose different hearing handicap scales, which may be shorter and less time consuming, may be beneficial to the instructor.

Observations were also made during week one that the group members did not finish filling out the hearing handicap scale all at the same time. Therefore, suggestions were made to the instructor to implement another "get to know you" activity or to provide literature on lipreading or repair strategies for the members that are finished to begin reading. The materials to administer the different activities were compiled and added to the course for the instructor. In

addition, to including new materials into week one, a step by step guide on how to administer the course was developed.

The development of an administration guide was also developed for the other three weeks of the course along with the development of handouts. The result is a instructors binder divided up into four weeks. Each week has been further divided into a step by step guide and handouts. All the handouts are labeled with the appropriate week in which it should be used and a letter key. This organization will enable the instructor to easily access the materials needed to administer the program.

Results:

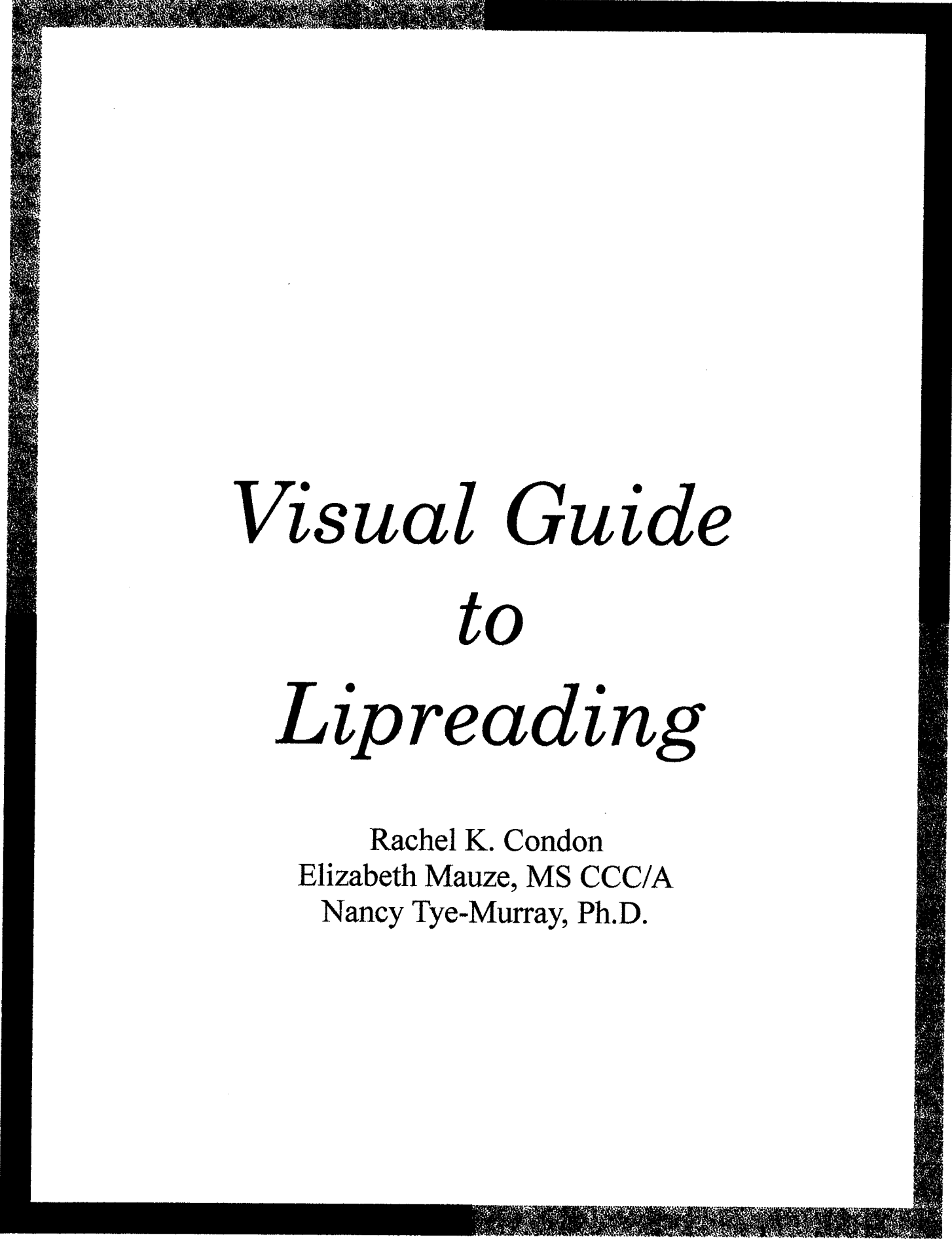
Please refer to the next page for the resulting *Word of Mouth* instructors manual.

INTRODUCTION:

Word of Mouth is an aural rehabilitation course designed to enhance speechreading ability, improve the use of communication strategies, and help to decrease negative psychosocial effects caused by hearing loss. It is directed toward adults with hearing impairments, particularly professionals, whom are having difficulty communicating due to their hearing loss.

The course is designed for four one in a half hour long sessions. We have organized this manual into 4 weeks, one session per week. Each week will provide you with step by step instructions to administer the course. All of the materials are provided.

Our goal is to provide you, the clinician, with the appropriate tools to implement your own *Word of Mouth* class or to use as a guideline. We have found this program to be very successful in our own clinic at the Central Institute for the Deaf and we hope that you do as well.



Visual Guide to Lipreading

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What is Lipreading?

Lipreading is the process of recognizing speech by only using visual cues. In other words, it is understanding what is said by watching lip movement and facial expressions. It is different from Speechreading, in that it doesn't rely on auditory or contextual information. Due to the fact that lipreading is independent from auditory information, individuals with hearing impairments sometimes find it helpful to communicate when they lipread.

Although, some find it beneficial it is a very challenging task. Many speech sounds look alike on the mouth when they are produced. In addition to speech sounds looking alike, 40-60% of words look alike on the mouth. Not only do sounds and words look the same, but 60% of sounds are not visible when they are produced. Talker differences can also make it difficult to lipreading. As well as very rapid speech. When an individual speaks rapidly it allows very little time to visually integrate what the speaker has said. Other factors that contribute to lipreading's difficulty are coarticulation and word stress. Coarticulation is when the same sound appears different due to the sounds that come before or after it. For instance, the sound /p/ looks different in the word *pat* than in the word *put*. As you can see there are a lot of reasons why lipreading is difficult.

This manual is meant to help you deal with the challenges that lipreading presents. It will give you tips on how you may improve your lipreading ability and give you exercises for you to practice your lipreading.

What is Speechreading?

Speechreading is the process of recognizing speech by using auditory and visual cues. While speechreading, the person attends to the talkers' lip movement and facial expressions as well as auditory and contextual cues. Speechreading differs from lipreading in that it looks at all the information available that gives cues to the communicating message. Lipreading only looks at lip movement and facial expressions.

Most people speechread every day to help them communicate and they don't even realize it! For instance, if you are in a noisy environment understanding what is said is easier when you watch the speakers' face while listening.

When you have a hearing loss, you have to rely more on speechreading than using it just in noisy situations. Speechreading will help you communicate in every environment when you have a hearing loss. The importance of developing speechreading skills only increases with degree of hearing loss. The greater your hearing impairment, the greater your need for speechreading.

This manual emphasizes lipreading. However, lipreading is one aspect of speechreading. Practicing lipreading will help develop your speechreading skills. Exercises will be provided to practice your speechreading as well as your lipreading.

Tips to Improve Lipreading

Lipreading poses many challenges for the hearing impaired individual. However, lipreading performance is highly variable. How well an individual can lipread can not be predicted by the individual's intelligence, educational achievement, duration of deafness, age at onset of hearing loss, socioeconomic status, verbal ability, personality, or visual attention span. The following are tips to help you lipread.

- ◆ **Vision:** According to Woodland and Barber (1960) only 40% of speech sounds are visible on the mouth, due to the limited amount of visual sounds it is important that you see the few that are visible optimally. If you feel like you are having trouble seeing the speakers' mouth, make an appointment with your eye doctor. Good vision will enable you to see the speakers' lips optimally.
 - ◆ **Attention:** Pay close attention to you speaker.
 - ◆ **Relaxation:** Relaxing while you lipread will prevent you from tiring quickly or letting your attention drift from the speakers' mouth. Instead, you will be able to focus on what the speaker is saying.
 - ◆ **Patience:** Learning how to lipread takes time. Even after you have learned the basics you will still need to practice.
 - ◆ **Confidence:** Don't be overly concerned by making simple mistakes. Guessing what the talker has said, makes for a good lipreader. With continued practice you will see improvement.
 - ◆ **Recall:** Have a good visual memory of how the sounds are shaped.
 - ◆ **Practice:** Practice whenever you can. Always be aware of the sounds others make by silently forming each sound.
 - ◆ **Don't give up!** Make lipreading enjoyable. Try watching you favorite game show with the volume turned down and see how much you can understand what they are saying.
-

Tips to Improve Speechreading

Remember lipreading is one aspect of speechreading. Your main goal in lipread is to improve your communication with people. Recognizing each sound is not as important as understanding the content of the message. Speechreading looks at the whole picture: auditory, visual, and contextual information about the message. The following are tips you, as the speechreader should do to enhance your speechreading skills.

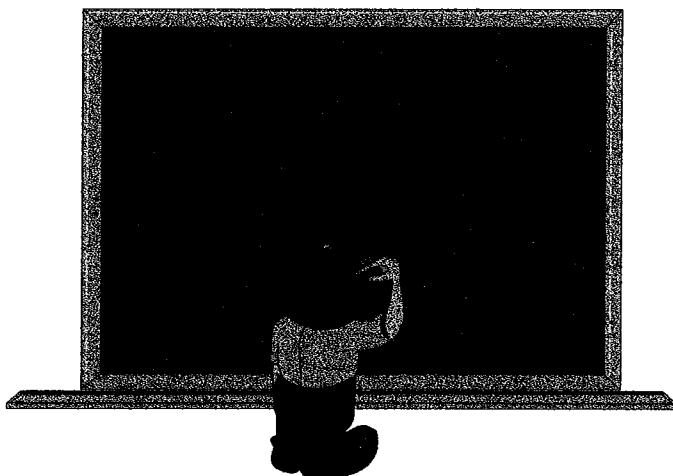
- ◆ **Look at the speakers' whole face!** If you limit your line of vision to the lips you may be missing out on clues about the speakers' message. For instance, raised eyebrows can tell you if the speaker is asking you a question.
 - ◆ **Pay attention!**
 - ◆ **Provide feedback!** If the speaker is covering their mouth or talking too fast to the point where you can't see or understand what is being said, ask the speaker to move to where you can see their mouth or ask them to slow down.
 - ◆ **Plan Ahead!**
 - ◆ **Take a break if frustrated!**
 - ◆ **Tell the speaker what communication strategy would be most beneficial for you to understand what they are saying.** Tell them to move into the light if they are standing in a shadow and you cannot see their lip movements.
 - ◆ **Confirm details!**
 - ◆ **Have realistic expectations!** Even people with normal hearing have trouble communicating in noisy environments.
 - ◆ **Ask for the topic!** Knowing the topic of discussion will narrow-down the possibilities of what the speaker is saying. For instance, if the topic is weather, you know that they won't be talking about what they had for dinner the night before.
 - ◆ **Always face the speaker!** If you cannot see the speaker, you will have less of a chance in understanding what is being discussed.
 - ◆ **Never Bluff!** Pretending that you understood what was said will not help you communicate, it may even put you in an embarrassing situation.
-

How do I use this manual?

This manual was developed to enhance your visual skills:. Each lesson will provide exercises to improve both lipreading and speechreading. Remember to use the tips discussed on pages 3 and 4 to help you improve your skills in both areas. If you follow the directions you will be on your way to improving your communication ability. For each lesson do the following:

1. Memorize how each sound looks by studying the pictures.
2. Use a mirror to watch yourself produce each sound. Always start each sound with the lips together.
3. Practice each exercise until you feel comfortable recognizing the sound shape.

You may be asking yourself, "When should I move onto the next lesson?" You are ready to move on to the next lesson, if you can easily identify the sound you have practiced with different communication partners. Have your communication partner mouth each exercise, so you can practice your lipreading.

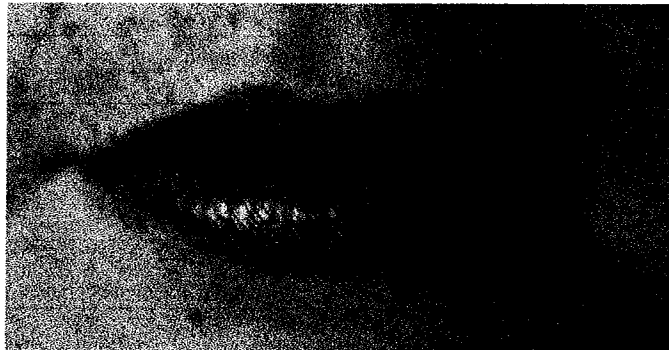


Lesson 1: P, B, M

Sounds

P
B
M

How sound looks



How sound is made

Lips are closed. For sounds P & B, the lips will burst open toward the end of the sound.

Exercises: P,B, M

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds P, B, and M appear in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>	
Bunch	Picture-	Number	Happy	Rhubarb	Trap	Breakfast	Play
Make	Bill	Someday	Maybe	Climb	Rub	Prize	Firm
Pound	Mother	Suppose	Grandma	Droop	Room	Smile	Stamp
Bouquet	Pizza	Neighbor	Tomato	Sob	Dime	Bleak	Blow

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ April showers will bring may flowers.
- ◆ Grandma made pumpkin bars last night.
- ◆ The picture on the mantle is beautiful.
- ◆ I need to buy a stamp to put on my envelope.
- ◆ For breakfast I had scrambled eggs and bacon.
- ◆ Pecan pie is my favorite dessert.
- ◆ My neighbor went on a camping trip.

Lesson 2: F, V

Sounds

F

V

How sound looks



How sound is made

Lips are opened slightly.
Upper teeth rest on top of
lower lip for both sounds.

Exercises: F, V

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds F and V appear in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>	
Four	Vacation	Offer	Movie	Tough	Save	Flower	Resolve
Vision	Fumble	Favorite	Before	Off	Stove	Sift	Wives
Feet	Visit	Information	Even	Reef	Have	Friend	Shovel
Very	Fill	Television	Giving	Above	Safe	Serve	Flood

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

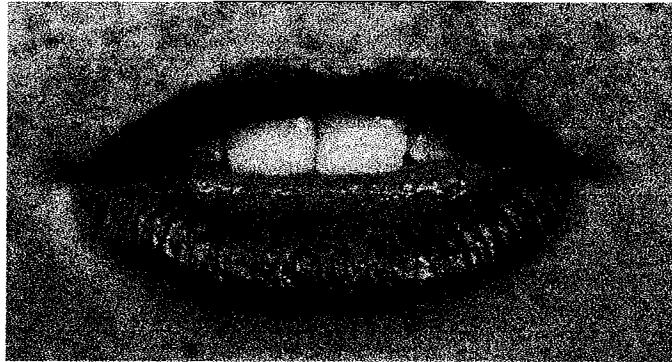
- ◆ I shoveled the driveway after the first snowfall.
- ◆ The flowers were put in the silver vase.
- ◆ We went to Florida for Vacation this past November.
- ◆ We keep our movies in the cabinet above the television.
- ◆ My audiologist gave me information on hearing aids.
- ◆ The quarterback fumbled the football after the first down.

Lesson 3: TH

Sounds

TH

How sound looks



How sound is made

Lips are opened slightly. Tongue is raised forward and upper teeth rest on tongue.

Exercises: TH

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound TH appears in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>
Thumb	Thing	Birthday	Mother	Tooth	Bath	Wealth
Throat	The	Anything	Other	Smooth	Truth	Throw
Those	That	Although	Weather	Breathe	With	Healthy
Theory	Three	Bathroom	Rather	Mouth	death	Threat

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ The game was canceled due to the weather.
- ◆ On my birthday we went to the theatre.
- ◆ I would rather take a bath than a shower.
- ◆ I held my breath when the game went into sudden death.
- ◆ My mother told me to throw away the dirty paper plates.
- ◆ The trip to the zoo with my grandchildren went smoothly.

Lesson 4: SH, ZH, CH, J

Sounds

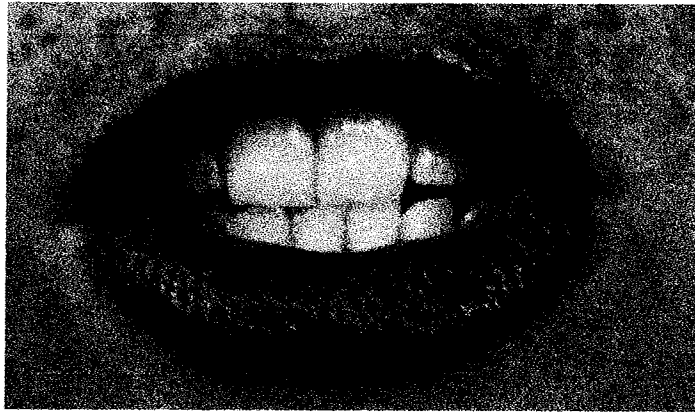
SH

ZH

CH

J

How sound looks



How sound is made

Lips are rounded and slightly open. Teeth are brought together.

Exercises: SH, ZH, CH, J

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds SH, ZH, CH, and J appear in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>	
Chicken	Sure	Kitchen	Engine	Speech	Large	Shrink	March
January	Shark	Machine	Casual	Cash	Each	Preacher	Shrub
Champagne	June	Erosion	Picture	Mileage	Wash	Danger	Partial
Sure	Chair	Enjoy	Digital	Language	Judge	Finished	March

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ I enjoy going to church to hear the preacher.
- ◆ The explosion damaged the expensive machine.
- ◆ I am not sure what the mileage is on my car.
- ◆ Each page has a different picture on it.
- ◆ I received my digital hearing aids from my audiologist.
- ◆ Teaching people how to speechread is very rewarding.

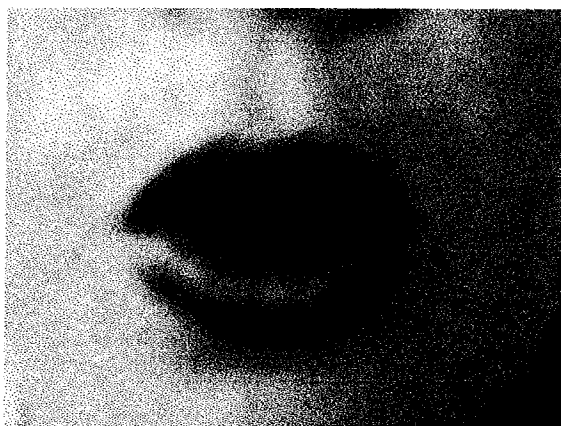
Lesson 5: WH. W

Sounds

WH

W

How sound looks



How sound is made

Lips are rounded and slightly open. Teeth are brought together.

Exercises: WH, W

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds WH and W appear in different positions in a word or when blended with different consonants.

★ Notice that WH and W do not exist in the final position of words.

	<u>Initial</u>	<u>Medial</u>	<u>Blends</u>
Went	Window	Everyone Awake	Dwell
Wink	One	Forward Always	Toward
Wheat	While	Reward Power	Sweet
West	Went	Anywhere away	Anguish

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

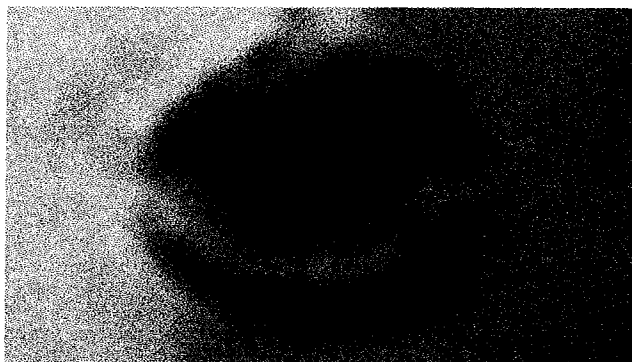
- ◆ I enjoy going to church to hear the preacher.
- ◆ The explosion damaged the expensive machine.
- ◆ I am not sure what the mileage is on my car.
- ◆ Each page has a different picture on it.
- ◆ I received my digital hearing aids from my audiologist.
- ◆ Teaching people how to speechread is very rewarding.

Lesson 6: Long O

Sounds

O

How sound looks



How sound is made

Lips are rounded and brought forward to where they look like the letter O.

Exercises: Long O

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the long O sound appears in different positions in a word.

	<u>Initial</u>		<u>Medial</u>		<u>Final</u>
Open	Okay	Close	Coke	Go	Crow
Over	Own	Boat	Home	Bow	No
Old	Order	Foam	More	Tow	know

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

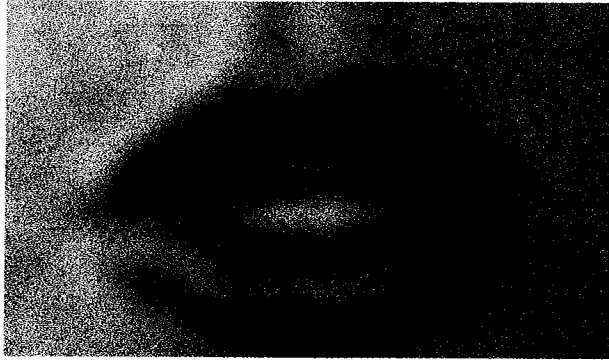
- ◆ The sailboat came into the harbor.
- ◆ The garage door was open when she arrived home.
- ◆ We had to close the windows when it rained.
- ◆ Do you go to the grocery store once a week?
- ◆ It is okay to sleep in on the weekends.
- ◆ No one knows where to go for dinner.

Lesson 7: Long U

Sounds

**Long
U**

How sound looks



How sound is made

Lips are slightly rounded with corners of mouth together.

Exercises: Long U

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the long U sound appears in different positions in a word.

	<u>Initial</u>		<u>Medial</u>		<u>Final</u>
Ukulele	Useless	Fuel	Juice	Sue	Two
Unit	United States	Music	Cute	True	You
Utah	Uniform	Include	Community	Blue	Few

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ The soldier got in trouble for not wearing his Uniform.
- ◆ We went on vacation in Salt Lake City, Utah.
- ◆ A glass of orange juice in the morning will fuel you for the day.
- ◆ Is it true that the color blue has a calming effect on people?
- ◆ Do you know how to play the ukulele?
- ◆ I only own a few business suits.

Lesson 8: OY

Sounds

OY

How sound looks



How sound is made

OY is made with two lip movements. First, lips are rounded and brought forward. Then corners of mouth are spread backward as if the person is smiling.

Exercises: OY

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound OY appears in different positions in a word.

Initial

Oink
Ointment
Oyster

Medial

Soil Choice
Poison Noise
Boiled

Final

Toy
Destroy
Enjoy

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ The boy enjoyed watching the bull fight.
- ◆ The baby played with the noisy toy.
- ◆ I rubbed ointment on my sunburn.
- ◆ Have you ever been to an oyster bar?
- ◆ The poison destroyed the farmer's crops.

Lesson 9: OW

Sounds

OW

How sound looks



How sound is made

OW is also made with two lip movements. First, lips are slightly spread. Then the lips are brought together and are slightly puckered.

Exercises: OW

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound OW appears in different positions in a word.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
Out	Ounce	House	Town	Wow	Now
Ouch	Outdoors	Mouth	Found	How	Cow
Outside		Proud	Crown	Prow	Sow

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

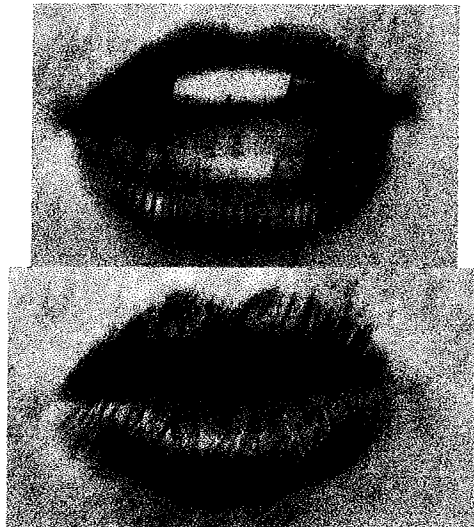
- ◆ "Ouch! I hate it when I burn my mouth!"
- ◆ A pound equals sixteen ounces.
- ◆ The kids are playing outside on the playground.
- ◆ The cop found the prowler behind the bushes.
- ◆ Now it is time to move on to the next lesson.

Lesson 10: KW (Q)

Sounds

**KW
(Q)**

How sound looks



How sound is made

Like OY and OW, KW (Q) is made with two lip movements. First, lips are slightly spread. Then the lips are brought together and are puckered.

Exercises: KW (Q)

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound KW appears in different positions in a word.

★ Notice that KW does not appear in the final position.

<u>Initial</u>		<u>Medial</u>	
Quail	Quarter	Inquiry	Consequence
Quart	Quilt	Sequoia	Acquaintance
Quit	Quotation	Tranquil	Liquid
Quirk	Quarrel	Equal	Require

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

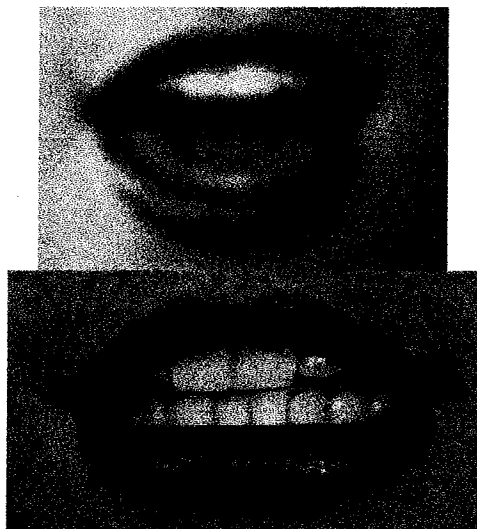
- ◆ My uncle was quoted in today's paper.
- ◆ Tonight's featured special is stuffed quail in a garlic cream sauce.
- ◆ My great grandmother made the quilt that is on my bed.
- ◆ Did you quit your job or did they let you go?
- ◆ The student could not answer the professor's question.

Lesson 11: Long I

Sounds

**Long
I**

How sound looks



How sound is made

Two lip movements are once again needed to produce the long I sound. First, lips are spread wide open. Then the lips are brought together slightly closed.

Exercises: Long I

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the long I sound appears in different positions in a word.

Initial

Ice Ivy
I'll Isle
Ideal Identify

Medial

Find Hide
Hike Fight
File Bright

Final

Pie Guy
Why Lie
By Rely

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ The island was full of bright colorful flowers.
- ◆ A fight broke out between two guys in the front of the line.
- ◆ Many people lie about their weight on their drivers' license.
- ◆ I always have pecan pie on Thanksgiving day.
- ◆ The boy couldn't find anyone when he played *Hide and Go Seek*.

Lesson 12: Long E

Sounds

**Long
E**

How sound looks



How sound is made

Corners of mouth are spread up and back as if you are smiling.

Exercises: Long E

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the long E sound appears in different positions in a word.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
Eagle	Easter	Deep	Sleep	Knee	Free
Easy	Eat	Feed	Teacher	Me	Three
Each	Efferent	Speak	Please	See	Plea

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

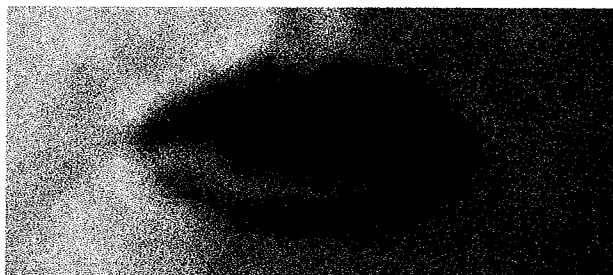
- ◆ My ice cream melted before I had the chance to eat it.
- ◆ The eagles nest is in that tree.
- ◆ There are three apples on the teacher's desk.
- ◆ She fell and skinned her knee.
- ◆ They say that kids need at least eight hours sleep a night.
- ◆ Each person had to speak in front of the class.

Lesson 13: Long OO

Sounds

Long
OO

How sound looks



How sound is made

Corners of mouth are brought toward center causing the lips to open and round slightly.

Exercises: Long OO

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the long OO sound appears in different positions in a word.

Initial

Oops
Ooze
Oodles

Medial

Tooth
Moon
Soup

Final

Who
Two
Threw
True

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ Would you like soup for lunch?
- ◆ There is a full moon tonight.
- ◆ I threw away the oodles of junk mail that arrived while I was on vacation.
- ◆ My tooth hurt, so I went to see my dentist.
- ◆ Oops, I forgot my check book at home.

Lesson 14: Short OO

Sounds

**Short
OO**

How sound looks



How sound is made

Corners of mouth are brought toward center causing the lips to open and round slightly.

Exercises: Short OO

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the short OO sound appears

★ Notice that short OO only appears in the medial position.

Medial

Book

Put

Would

Cook

Foot

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ Please put the book on the table.
- ◆ Just keep putting on foot in front of the other.
- ◆ Would you look in the drawer for a flashlight?
- ◆ My favorite thing to do when I have some free time is cook.

Lesson 15: AH, AW

Sounds

**AH,
AW**

How sound looks



How sound is made

Lips are spread wide open so that only upper teeth are visible.

Exercises: AH, AW

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds AH and AW appear in different positions in a word.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>
Awful	Olive	Fall	Caught	Saw
Awesome	On	Knot	Dawn	Jaw
Honor	Awkward	Bomb	Fought	Straw
Often	Auto	Pop	Doll	Raw

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

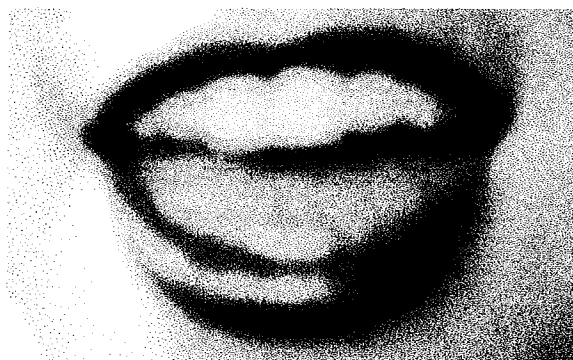
- ◆ I saw an awesome sunrise at dawn today.
- ◆ How often does your uncle come to visit.
- ◆ I caught the ball with one hand.
- ◆ I felt awful when I woke up this morning.
- ◆ On Wednesday, I saw the movie "Some Like It Hot."

Lesson 16: Long A

Sounds

**Long
A**

How sound looks



How sound is made

Corners of the mouth is brought back while the lower lip is in lowered position.

Exercises: Long A

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the long A sound appears in different positions in a word.

Initial
Ate Ache
Apron Ape
Aid Air

Medial
Baby Nation
Face Cake
Name Tape

Final
Day Away
Play Stay
Clay Anyway

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ We saw apes at the zoo.
- ◆ The woman put on an apron when she baked the cake.
- ◆ What is the date of your birthday.
- ◆ I stayed late to work on a report yesterday.
- ◆ My back aches from moving the furniture in my apartment.
- ◆ I forgot the name of the Lady who helped me at the store.

Lesson 17: R

Sounds

R

How sound looks



How sound is made

Lips are slightly open.

Exercises: R

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound R appears in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>
Roast	Ripple	Worry	Correct	Before	Star	Truth
Ravishing	Rain	Siren	Pirate	Bear	More	Broke
Round	Rope	Already	Barber	Dear	Rear	Friday
Write	Ruin	Children	Hearing	Pier	Nor	Swarm

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ I had to work hard to earn my promotion.
- ◆ The speaker came early to prepare for her presentation.
- ◆ Cream the butter and sugar before you add the eggs.
- ◆ The earth revolves around the sun.
- ◆ You must spell the words correctly to win the spelling be.
- ◆ I wrote to "Dear Abby" last Friday.

Lesson 18: UR

Sounds

UR

How sound looks



How sound is made

Lips are slightly open.

Exercises: UR

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound UR appears in different positions in a word.

Initial

Urn
Earn
Early
Earth
Irk

Medial

Work
World
hamburger
Membership
Powerful

Final

Burger
Father
Interior
Stir
Hungrier

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ The girl did not tell her father the truth about her sister.
- ◆ It irks me when people are not hard workers.
- ◆ I was hungry for a burger and french fries.
- ◆ My friend wakes up early every day.
- ◆ The Urn was placed to the right of the doorway.

Lesson 19: L

Sounds

L

How sound looks



How sound is made

Lips are opened slightly. If you look closely you can see the tongue resting behind the upper teeth.

Exercises: L

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sound L appears in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>
Love	Lavender	Miller	Salute	Little	Mall	Half
Label	Light	Delicious	Yellow	School	Bottle	Blind
Look	Level	Audiology	Also	While	Spill	Told
Little	Load	Reload	Police	Tall	Boil	Melt

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ The tuna melt I had for lunch was delicious.
- ◆ The Lieutenant had to salute the colonel.
- ◆ The girls skipped school and went to the mall.
- ◆ I was blinded by the sunlight when I walked outside.
- ◆ I love the color yellow.
- ◆ Did you look at the exhibit when you walked through the library?

Lesson 20: NK, NG

Sounds

How sound looks

How sound is made

NK

NG



Lips are opened. Tongue tip is lower and resting behind bottom teeth.

Exercises: NK, NG

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds NK and NG appear in different positions in a word.

★ Notice that NK and NG do not exist in the initial position.

<u>Medial</u>		<u>Final</u>	
Blanket	Wings	Bank	Swing
Singer	Ankle	Hang	Drink
Tongue	English	Biking	Plank
Anchor	Pancake	Listening	Ring

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ I sprained my ankle when I tripped down the stairs.
- ◆ The singer's voice carried across the room.
- ◆ The child won't go to sleep without his blanket.
- ◆ Did you know the giraffe's tongue is three feet long?
- ◆ Do you drink eight glasses of water a day?
- ◆ The tire swing hung on the tree.

Lesson 21: S, Z, T, D, N

Sounds

S

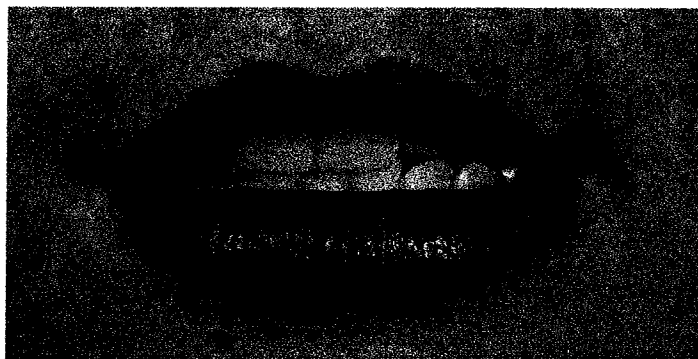
Z

T

D

N

How sound looks



How sound is made

Lips are opened to make a slit. The teeth are held together.

Exercises: S, Z, T, D, N

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds S, Z, T, D, and N appear in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>	
Sing	Zipper	Afternoon	Frozen	Cheese	Use	Smile	Certain
Night	Take	December	Only	Someone	Let	Pleased	Fold
Dish	Sign	Battery	Adore	Pocket	Glad	Important	Grant
Not	Too	Tuesday	Pencil	Face	These	Skip	Thrills

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ I never walk alone at night.
- ◆ Tuesday afternoon I have a dentist appointment to get my teeth cleaned.
- ◆ The sun rarely shines in Seattle.
- ◆ The lady used a dictionary to finish her crossword puzzle.
- ◆ My hearing aid battery only lasts about two weeks.
- ◆ The teacher let the student take the test before the rest of the class.
- ◆ These cheese curds are delicious.

Lesson 22: K, G

Sounds

How sound looks

How sound is made

K

G



Lips and teeth are open. K and G are not visible on the lips. The sound is made in the back of the mouth.

Exercises: K, G

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds K and G appear in different positions in a word or when blended with different consonants.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>		<u>Blends</u>	
Kitchen	Gain	Napkin	August	Make	Fog	Glad	Silk
Gorgeous	Coin	Together	Turkey	Rug	Took	Crib	Great
Ketchup	Grow	Bucket	Sugar	Synagogue	Nick	Crib	Milk
Computer	Gun	Ago	Blanket	Bike	Big	Grab	Cling

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ My computer took up most of my desk space.
- ◆ The child stuck the coin in her pocket.
- ◆ It was a gorgeous August day when we took our grandchildren kite flying.
- ◆ We always have turkey on Thanksgiving.
- ◆ I couldn't see out my kitchen window this morning because of the fog.

Lesson 23: Y, H

Sounds

Y

H

How sound looks



How sound is made

Lips and teeth are open. Y and H are not visible on the lips. The sound is made in the back of the mouth.

Exercises: Y, H

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the sounds Y and H appear in different positions in a word or when blended with different consonants.



Notice that Y and H do not exist in the final position.

<u>Initial</u>		<u>Medial</u>		<u>Blends</u>
Yellow	Happy	Lawyer	Ahead	Beautician
Have	Year	Behind	Crayon	Accuse
Yesterday	Her	Million	Junior	Computer
Yes	Unique	Overhead	Rehearse	Continual
Harvest	Use	Regulate	Royal	Peculiar

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ I was not happy when the lawyer contacted me this morning.
- ◆ The yellow crayon was missing from the crayola box.
- ◆ Have you heard what we are doing for New Year's Eve?
- ◆ Yes, I would like to have a hot dog for dinner.
- ◆ I overheard that you just won a million dollars.
- ◆ The hay was harvested for the horses.

Lesson 24: Short E, A, I, U

Sounds Short

E

A

I

U

How sound looks



How sound is made

Lips and teeth are open. These short vowel sounds are not visible on the lips because they are made in the back of your mouth.

Exercises: Short E, A, I, U

Word Drill: Repeat the words while watching yourself in a mirror. Pay attention to how the short sounds E, A, I and U appear in different positions in a word or when blended with different consonants.

★ Notice that the short E, A, I and U do not occur in final position.

	<u>Initial</u>		<u>Medial</u>
Enter	Animal	Hit	Sunday
In	Ugly	Cat	Instead
Egg	At	Big	From
If	Other	Sell	Bath

Lipreading/Speechreading Sentences: Repeat or mouth the sentences watching yourself in the mirror. You may also practice lipreading/speechreading the sentences with a partner by having your communication partner mouth the sentences for lipreading and/or reading the sentences to you. Practice until you feel comfortable recognizing the sound on your communication partner's lips.

- ◆ Instead of taking a bath, I went straight to bed.
- ◆ How often does your uncle come to visit?
- ◆ Sunday at church we read scripture from the book of psalms.
- ◆ It was hot sitting in the sun.
- ◆ "The Cat in a Hat" is my favorite Dr. Seuss book.
- ◆ The red dress in the window did not sell.

Conclusions:

The *Word of Mouth* instructor's manual will be a useful tool. It provides the instructor with all of the materials and resources to administer an effective aural rehabilitation course in an orderly fashion. Few changes were made to the content of the course based on the research done by Susan Hamilton, which demonstrated that the *Word of Mouth class* is an effective aural rehabilitation program, providing long-term positive effects on speechreading and the use of communication strategies. However, the format of the course has been modified. The course is now an hour and a half long and the materials that are used are now available from one source. The finished product of the new *Word of Mouth* instructor's manual be given to the class to be used in the future of the *Word of Mouth* program. However, further research must be done to conclude if the revisions result in a effective aural rehabilitation program.

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